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ABSTRACT

Extracts from the European education press of October to December 1971 describe educational developments in the member countries of the Council of Europe. Some general comments on the Illich controversy (disestablishment of schools) and on the need for individualization of teaching precede summaries of developments in individual countries. Extracts in English describe the progress of Austrian school reform; priorities for educational policy and planning, and the extension of compulsory education in Denmark; the lack of implementation of reform plans, and the education of foreign children in Germany; long term Dutch educational policy; the appointment of a director for the Secretariat for Nordic Cultural Co-operation; comments on the Swedish report "education in the year 2000;" raising of the school leaving age to 16, the reorganization of local education authorities, and the pass rates of the Open University in Britain; and comments on plans for common standards for European universities. The reports on Belgian cultural autonomy, French projects for the reform of secondary education, the teaching of French and continuing education, and Italian projections for the development of public education are printed in French. (AL)

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NEWS-LETTER
FAITS NOUVEAUX

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Strasbourg

THE ILLICH CONTROVERSY - HOW FAR TO DISESTABLISH SCHOOLS ?

J. ILLICH :

The technocrat's only claim to power is the stock he holds in some class of scarce and secret knowledge, and the best means to protect its value is a large and capital-intensive organisation that renders access to know-how formidable and forbidding.

It does not take much time for the interested learner to acquire almost any skill that he wants to use. We tend to forget this is a society where professional teachers monopolise entrance into all fields and thereby stamp teaching by uncertified individuals as quackery. A first step toward opening up access to skills would be to provide various incentives for skilled individuals to share their knowledge. Inevitably, this would run counter to the interest of guilds and professions and unions.

Access to people willing to share their skills is restricted not only by the monopoly of educational programmes over learning and of unions over licensing but also by a technology of scarcity. The skills that count today are know-how in the use of tools that were designed to be scarce...

I believe that the disestablishment of the school has become inevitable and that this end of an illusion should fill us with hope. But I also believe that the end of the"age of schooling" could usher in the epoch of the global schoolhouse that would be distinguishable only in name from a global madhouse or global prison in which education, correction, and adjustment become synonymous. I therefore believe that the breakdown of the school forces us to look beyond its imminent demise and to face the fundamental alternatives in education.

Either we can work for fearsome and new educational devices to teach about a world which progressively becomes more opaque and forbidding for man, or we can set the conditions for a new era in which technology would be used to make society more simple and transparent, so that all men can once again know the facts and use the tools that shape their lives.

The Times Educational Supplement, 29-X-1971

W.B. DOCKERELL :

We might conceive of deschooling being achieved in either of two ways : schools might be replaced by other instruction giving media or organised instruction might be abandoned altogether. In Britain, we have some experience of the former - with adults - in the case of the Open University. In Australia, children have been taught to read by radio for many years and the television programme "Sesame Street", originally prepared for culturally deprived American children, but now to be shown in Britain, has apparently been more successful in developing basic skills and concepts in children of nursery and infant school age than have the schools themselves. In at least some respects then these media seem to have been more effective in teaching than the schools. However, opportunities to test such elaborate educational

programmes transmitted through these media have been few and it would be foolish to generalise from one or two successful cases. What we can do is ask what it is that the schools set out to do and see what research has to say about how effectively these objects are achieved.

The recent publication of the Scottish Council for Research in Education, "A Study of Fifteen-year-olds" (Publication No. 62., ULP, 1970), showed that "those who remained in full-time education made larger gains than those who had attended part-time at further education centres, who in turn made greater gains than those who had attended no classes at all." This wasn't simply a question of the more able children staying at school. Even for under-average pupils, "another year at school had the desired effect, but a year in full-time further education was not so efficacious and day-release had little effect." Perhaps one of the most significant findings, however, was : "Those not attending classes have lost some at least of their skills at arithmetic, but the loss in English skills has been only slight." This is but the most recent study which points to the conclusion : children acquire at school skills that they are not likely to acquire otherwise - but only those skills in frequent use remain with us.

37.014.5 Research in Education. Newsletter of the Scottish Council for Research in Education : November 1971

UNE METHODE ACTIVE POUR L'ECOLE D'AUJOURD'HUI

L'enseignement du second degré et l'enseignement supérieur sont en crise profonde. La pédagogie traditionnelle régnante, particulièrement dans les pays techniquement avancés et tout particulièrement dans les pays dont la structure institutionnelle centralisée renforce la tradition didactique, apparaît comme radicalement inadaptée aux élèves qui y sont confrontés. L'agitation devenue chronique dans les lycées des grandes villes, le désarroi des professeurs, traduisent cette désadaptation. Semblables faits relèvent d'interprétations psychosociologiques complexes.

Certes, l'adolescence a toujours été une période où le jeune se cherche et s'affirme dans l'opposition et le refus. Mais la "crise d'originalité juvénile" des années trente n'allait pas jusqu'à mettre en cause l'institution scolaire et surtout ne se manifestait aucunement de façon concertée et violente. Les jeunes politisés s'engageaient hors de l'école et manifestaient dans la rue. C'est l'école qui, aujourd'hui, est mise en cause par des organisations politisées au sein même de l'école. Les freins intérieurs ont sauté, la personnalité de base des adolescents actuels est modifiée. Il est probable que de telles modifications sont imputables à la transformation du milieu éducatif familial, lui-même tributaire des conditions nouvelles de vie dans les cités : disparition du "père" comme modèle et repoussoir, éloignement de la mère, densité d'une information audio-visuelle précoce sur la violence et la sexualité, etc.

Il n'est pas dans notre intention d'approfondir le réseau complexe de ces situations nouvelles. Il nous suffit d'en constater les effets irréversibles sur l'institution scolaire. Il n'est plus possible désormais, même lorsqu'on le prétend, de maintenir un système de pédagogie didactique, verbale et

concurrentielle. L'école traditionnelle a fait définitivement faillite. Sous peine de troubles graves, endémiques ou violents, la pédagogie doit trouver un nouveau style et un nouvel équilibre, les maîtres une nouvelle attitude et un nouveau mode d'influence.

Quant aux méthodes propres à atteindre ces objectifs nouveaux, leur définition découle naturellement des connaissances acquises en psychologie de l'apprentissage. La didactique verbale traditionnelle trouve sa justification dans l'idée d'une culture théorique désintéressée dispensée à des élèves peu nombreux, disposés à la gratuité intellectuelle par le milieu social auquel ils appartiennent. La mutation des objectifs s'accorde, ici encore, avec la mutation sociale des populations scolaires. La nécessaire démocratisation de l'enseignement pour les besoins d'un fonctionnement social transformé par la technique, conduit à souhaiter une mutation des méthodes pédagogiques, à la fois pour satisfaire la recherche des nouveaux objectifs - maîtrise du milieu de vie - et la nature des populations scolaires qui doivent y être confrontées - appartenance des élèves à des milieux socio-professionnels moyens ou défavorisés.

De là, la nécessité de motiver les apprentissages en tenant compte des intérêts spontanés de cette jeunesse face à son environnement. Il n'est plus possible actuellement, pour la plupart de nos élèves, de puiser la seule motivation des études dans l'univers théorique et esthétique des "humanités".

De là, également, la nécessité d'individualiser au maximum l'enseignement, non seulement pour tenir compte de ces intérêts nouveaux et occasionnellement de la persistance, pour certains, des intérêts anciens, mais encore et surtout pour tenir compte de l'hétérochronie des développements individuels, qui, confrontée au système rigide des programmes actuels, engendre les redoublements et les évictions que nous savons.

Nécessité enfin, pour les mêmes raisons, de mettre en oeuvre des méthodes permettant la construction des instruments intellectuels en respectant le rythme qualitatif des développements individuels, en préparant par l'action effective et le tâtonnement l'accès à la pensée conceptuelle formelle que la pédagogie traditionnelle croit pouvoir aborder d'emblée, inconsciente qu'elle est des conditions psychologiques de son élaboration.

371.3 Extraits du livre récemment paru "Une méthode active pour l'école d'aujourd'hui" (Neuchâtel, Delachaux et Niestlé, 1971, 156 p.) de M. Louis LEGRAND, Directeur de Recherches, INRDP, Paris et Président du Comité ad hoc sur la recherche en matière d'éducation, Conseil de l'Europe.

AUSTRIA : SCHOOL REFORM IN PROGRESS PART TWO/DEUXIEME PARTIE

A seminar for education journalists, held in November near Vienna, provided the new Minister for Education and Arts Dr. F. SINOWATZ and his collaborators with an opportunity to report on the pilot projects concerning school reform. These projects are based on a bill which was approved by the Govern-

ment in April (cf. News-letter 2/71) and enacted by Parliament in June 1971. The projects cover a wide variety of schools experiments - a flexible form of setting in elementary schools, a comprehensive middle school for the 10-14 year-olds or an orientation stage for the 10 and 11 year-olds, three different reform models for the last four grades of grammar schools, and finally, new types of three-year courses for primary school teachers.

The Minister underlined the importance of these pilot projects for the school reform which is a continuous and long-term task, needing the consent of all concerned. The projects should convince the traditionalists, provide the progressives with practical experience and thus mobilise the support of public opinion for the reform. The experiments are to begin in the school years 1971/72 - 1975/76 and will last until about 1980 : in Austria the 70's will be the decade of school experiment and innovation.

The characteristic of these pilot projects is that they are scientifically planned and evaluated. This scientific control by empirical research implies the development of new forms of collaboration between researchers, administrators and teachers and an intensification of the link between research and the classroom.

In the Education Ministry a 'Centre for school experiments and school development' has been created. It has two divisions. The first deals with the

- elaboration of the plans for school experiments,
- co-ordination of the work of the control teams, and the
- development of the new curricula and teaching materials.

It is located at the new University for Educational Sciences at Klagenfurt. The second division, affiliated to the Federal Institute of Educational Psychology at Graz, is responsible for the scientific control and evaluation of the experiments. Furthermore, two separate units have been established in the Centre to deal with the experiments concerning the polytechnical course at the secondary modern school and the reform of upper secondary education, respectively.

The evaluation of the experiments will comprise several stages. Every year the results of the surveys and tests carried out in each grade of the schools participating in the projects, will be collated and compared,corresponding grades and schools working with traditional methods being used as control groups. The results of this evaluation will then be utilised for planning the subsequent experiments. Finally, the experience gained from the experimental projects will be disseminated through in-service training courses and will serve to guide political decisions on future school policy.

At present, 2.5 per cent of all schools are participating in the pilot projects. It is intended to raise this to about 10 per cent as foreseen in the Act.

37.014.3(436)

Informationsdienst für Bildungspolitik und Forschung, 15-XII-1971 ; v.M.

BELGIQUE : L'AUTONOMIE CULTURELLE

La révision de la Constitution a doté le pays de deux organes législatifs, le Parlement national et les conseils culturels qui ont été installés en décembre 1971. Il y a un conseil culturel pour la communauté culturelle française comprenant les membres du groupe linguistique français des deux Chambres et un conseil culturel pour la communauté culturelle néerlandaise composé de la même façon. Au sein de chaque conseil culturel, sénateurs et députés du même groupe linguistique siègent côte à côte. Ils ont dorénavant une double compétence : ils sont en même temps membre du Parlement et du Conseil culturel.

Les conseils culturels règlent par décrets des matières nettement définies par la Constitution. Ces décrets ont force de loi dans les limites de la compétence qui leur est assignée. Un décret est l'égal d'une loi et peut même l'abroger ou la modifier.

La Constitution (article 59 bis) énumère les compétences du conseil en quatre rubriques :

- les matières culturelles ;
- l'enseignement à l'exclusion de ce qui a trait à la paix scolaire, aux structures de l'enseignement, aux diplômes, aux subsides, aux traitements, aux normes de population scolaire ;
- la coopération entre les communautés culturelles, ainsi que la coopération culturelle internationale ;
- l'emploi des langues pour :
  - . les matières administratives;
  - . l'enseignement dans les établissements créés, subventionnés ou reconnus par les pouvoirs publics ;
  - . les relations sociales entre les employeurs et leur personnel, ainsi que les actes et documents des entreprises imposées par la loi et les règlements.

Les matières culturelles sont énumérées comme suit :

- la défense et l'illustration de la langue ;
- l'encouragement à la formation des chercheurs ;
- les beaux-arts, y compris le théâtre et le cinéma ;
- le patrimoine culturel, les musées et les autres institutions scientifiques culturelles ;
- les bibliothèques, discothèques et services similaires ;
- la radiodiffusion et la télévision, à l'exception de l'émission de communications du Gouvernement ainsi que de publicité commerciale ;
- la politique de la jeunesse ;
- l'éducation et l'animation culturelle ;
- l'éducation physique, les sports et la vie en plein air ;
- les loisirs et le tourisme.

En ce qui concerne l'enseignement, la Constitution réserve au Parlement national, ainsi qu'il a été mentionné plus haut, les matières suivantes :

la paix scolaire, l'obligation scolaire, les structures de l'enseignement, les diplômes, les subsides, les traitements, les normes de population scolaire. Au lu de cette énumération, on pourrait se demander ce qui relève encore de la compétence des conseils culturels. Sans aller jusqu'à une énumération exhaustive, on peut citer les points suivants :

- la détermination du contenu de l'obligation scolaire et le contrôle de celle-ci ;
- les différentes orientations d'études avec leurs programmes, horaires et plans d'études, pour autant que ceux-ci ne sont pas impliqués par les conditions d'agréation des diplômes (matière qui demeure réservée au législateur national) ;
- l'organisation des services d'inspection ;
- les diplômes requis du personnel enseignant ;
- les mesures d'encouragement à la poursuite d'études ;
- la réglementation des vacances et des jours de congé ;
- les règlements organiques des écoles et internats, en ce qui concerne l'enseignement de l'Etat ;
- en général, tout ce qui a trait à l'amélioration et à la promotion de la scolarité.

Cette distribution des pouvoirs était une des causes des divergences, lors de la récente crise ministérielle, entre les sociaux-chrétiens flamands qui voulaient confier aux conseils culturels l'ensemble des matières de l'éducation nationale et les socialistes qui estimaient que cette revendication était contraire à la lettre de la Constitution.

En ce qui concerne la compétence territoriale des conseils, la Constitution distingue les compétences en matière d'emploi des langues de celles qui sont relatives à d'autres matières. Le conseil de la communauté culturelle française a compétence en matière d'emploi des langues dans la région linguistique française et celui de la communauté culturelle néerlandaise est compétent pour la région linguistique néerlandaise. Le Parlement national reste par conséquent seul compétent en cette matière pour la région bilingue de Bruxelles-Capitale et pour la région de langue allemande.

Les conseils culturels disposeront des moyens financiers requis pour mener leur politique culturelle. Le pouvoir législatif ne s'occupera plus des budgets des Ministères de l'Education nationale et de la Culture pour le régime français et pour le régime néerlandais. Cependant, la loi déterminera le total par régime linguistique ainsi que les montants minimums réservés à l'agglomération bruxelloise. Dans une première phase, le Parlement fixera le crédit global accordé à chacun des conseils culturels. Pour déterminer ce crédit global, le législateur appliquera des critères objectifs. Le nombre d'usagers, le nombre de prestations, le nombre de bénéficiaires peuvent constituer de tels critères objectifs. Si le législateur prend en considération des matières qui, de par leur nature, ne se prêtent pas à l'application de semblables critères objectifs, la règle de la répartition paritaire jouera.

Dans une deuxième phase, chaque conseil culturel répartira le crédit global dont il dispose, comme il l'entendra, entre les différents domaines de la vie culturelle. Ainsi, il est possible que l'un des conseils culturels consacre des moyens plus importants aux sports et à la vie en plein air, tandis que l'autre dépense davantage en faveur des beaux-arts et des bibliothèques. C'est là une conséquence logique de l'autonomie culturelle.

Le Ministre des Relations communautaires, M. L. TINDEMANS, a récemment fait le point de la situation actuelle comme suit : "La révision de la Constitution est incontestablement une opération difficile, mais c'est en même temps une expérience des plus intéressantes. Nous pourrons voir comment le Parlement national et les conseils culturels contribueront à doter la Belgique de ce visage nouveau qui, depuis si longtemps, hante nos rêves."

37.014(493) Rapport sur "l'autonomie culturelle"; B.M.

DENMARK : PRIORITIES FOR EDUCATIONAL POLICY AND PLANNING

The general election, held in autumn 1971, resulted in a change of Government, bringing in a new Minister of Education, Mr. Knud HEINESEN who replaced Mr. Helge LARSEN after 3 1/2 years in office.

The November issue of Uddannelse,the organ of the Danish Ministry of Education, carries an interview in which Mr. LARSEN states what he regards as the principal achievements during his term of office, while his successor, Mr. HEINESEN, outlines what he considers to be the main goals in the years to come.

Looking back

"I can look back upon a period of intensive activity with many exciting projects and far-reaching decisions", said Mr. LARSEN. "Among those that I consider the most important I would like to mention the law on the administration of the primary and lower secondary schools, the act concerning leisure time activities and adult education, the law on the University of Odense, the decision to establish new university centres at Roskilde,Ålborg and Esbjerg, and the legislation on the administration of the universities, which serves to link professors and other university teachers more closely than hitherto and provides the students with joint influence on and responsibility for university affairs. Closely related to this are the new regulations concerning the administration of all other institutions of higher education along similar lines, and increased rights of pupils in the school system as a whole to have a voice in the affairs of whatever school they attend.

"One of the matters which have been the subject of controversy and debate is the training of teachers. During my term of office the private teacher training colleges were converted into self-owning institutions with full state guarantee for their operational expenditure, which did away with all student fees. In addition, the training of kindergarten teachers and of leisure time instructors has been greatly improved and extended.

"Vocational and technical education has been expanding steadily, and has undergone considerable modernisation.

"I consider the Resolution adopted by Parliament in May 1969, known as the Nine-Point Programme (cf. News-letter 5/71) to be by far the most important decision taken during my term of office. The new folkeskole, the nine-year comprehensive school, will occupy the central place in the education system, and its development in the 70's has been outlined by this Resolution. Several of the reforms called for by the Nine-Point Programme have already become reality, but the main part of the programme is still to be carried out. The same holds true for the reform of the training of apprentices which has been prepared on the basis of extensive research work. The reform should serve to make this type of training commensurate with the requirements of our time".

Looking forward

The new Minister of Education, Mr. Knud HEINESEN, emphasizes that one of the most important tasks will be that of providing sufficient educational opportunities to enable all young people, as well as all grown-ups needing new or continued instruction, to acquire an education which will ensure that they occupy a decent and useful place in society, and that economic, geographic or social conditions do not prevent them from taking advantage of these opportunities.

"All education and training must be seen in this overall context. As a consequence, the planning by individual sectors and boards must be replaced by overall planning to be carried out by a planning council for all types and levels of education for which the state is responsible.

"In future the basic nine-year school must be able to offer the best possible conditions for the education and training of all children and young people, and our tradition of a strong local influence on the daily life of the school must not be upset or broken. The reform of folkeskolen will therefore be continued. We must work towards the long-term goal of providing all children with basic education lasting for a minimum of 12 years, bearing in mind practical conditions and circumstances. In this context, further development in the field of technical education must be given high priority.

"The system of tertiary education must meet the needs and wishes of the young for further education following upper secondary and basic technical schooling. It must also fulfill society's requirements for highly qualified personnel. One must envisage a flexible system of tertiary education which adapts itself to modern requirements, with several routes of access to it, and with the possibility to leave it at various stages, to return again for the purpose of acquiring still further knowledge or skills, or to change from one programme of study to another without too much loss of time. Special emphasis must be placed on various types of higher education lasting for a relatively shorter period of time.

"The state system of financial aid to students will be improved as soon as the economic means for this are available.

"Suitable forms for pupil participation must be introduced in all educational institutions. The problems which have arisen in the administration of the

universities must be taken up for further consideration immediately. New solutions must be sought to improve the position of students and their participation in the governing bodies of the universities, in order that the present unrest can be brought to an end.

"Finally, there must be an improved planning of educational research and the establishment of priorities. This must be carried out with the help of an educational research planning board which shall have its own secretariat".

37.014.5(489) Uddannelse, No. 9/71 ; T.E.

DENMARK : EXTENSION OF COMPULSORY EDUCATION AND THE STRUCTURAL REFORM PLAN

The extension of compulsory education to include the ninth school year will become effective as from August 1972. Those pupils who are now attending the seventh grade, will be the first to benefit from prolonged compulsory schooling. The organisational and structural reforms which are envisaged in the reform programme for basic education (cf. News-letter 5/71) will take effect as from August 1973.

These were the two main points in a recent speech made by the Minister of Education Mr. K. HEINESEN to a meeting of representatives of the Danish Association of Teachers. "This decision, said the Minister, will not be allowed to serve as a soft pillow to sleep on, neither for myself or for others. We shall have plenty of things to keep us busy".

"The dates when the extension of compulsory education is to become effective, are clearly indicated in the reform programme approved by Parliament, and there would, therefore, have to be overwhelmingly strong reasons for trying to deviate from this time schedule. I do not see that there are strong enough reasons to justify such an endeavour and as a consequence I intend to introduce, as soon as possible, a special bill calling for the extension of compulsory education in accordance with the Resolution taken by Parliament.

"Consideration is being given as to whether, at the same time, other changes directly or indirectly related to the length of compulsory schooling should be proposed concerning the legislation on basic education. This might, for instance, involve a change in the regulations concerning the school entry age...

"In certain circles the reform plan has created the expectation that a new structural programme could be put into effect, coinciding with the extension of compulsory education. At the same time, however, considerable unrest and worry have been felt over the question of whether it will be possible to institute such extensive and decisive changes in our school system as early as the beginning of the coming school year. Added to this is the fact that public debate, which one has always wished for over these matters, has only begun in the course of the very last months, after the basic information material was made available to the public.

"I can very well understand the hesitations and doubts which some people have had with regard to the time factor", continued the Minister. "It is a well

known fact that the primary and lower secondary school (folkeskole) is a local community school. The local school authorities must first have the basis for working out new curricula, and they must also have the time needed to elaborate the necessary instructions. Furthermore, we must take into consideration the preparations which each individual teacher must undertake in connection with his programme of work in the school. In my opinion, it would be an unreasonable underestimation of the importance of this work if sufficient time were not given to all this essential preparatory planning.

"Consequently, I believe there is every justification for my decision to have the structural reforms in basic education carried out in such a way that they come fully into force in August 1973.

"The legislative basis for the structural reform plan should be ready by the end of the present session of Parliament. This means completing the drafting of a bill, along with the necessary supporting material, and introducing the bill in Parliament, where it could go through the usual process of scrutiny and debate in 1972. It is, in my opinion, highly desirable that public debate concerning this entire reform programme can continue at the same time as it is being considered by Parliament, so that everyone concerned may be fully aware of what the structural reform plan will, in fact, entail.

"A committee of the Curriculum Board of the primary and lower secondary schools is in the process of preparing proposals for curriculum guidelines in various specialised subjects in basic education. These guidelines cannot be completed and finalised until after the bill has been passed. I hope, however, that the bulk of this material can be sent out before the end of 1972.

"I would like to think that ample time is also being provided for carrying out the necessary local planning. But the time thus allowed will only just suffice.

"Now that I have dealt with the time schedule, which undoubtedly is of particular interest to the teaching profession, I should like to warn against the notion that a school reform programme, such as the one we are discussing here, is something which can be carried out by a specific date and hour. This can only hold true in so far as the outer framework is concerned. A school reform programme in the broader sense of the word, where the main emphasis is placed on a renewal of the content matter and a development of new methods, must and will be a continuous process. We shall, therefore, have to prepare ourselves for an educational development programme within the primary and lower secondary schools which will remain with us as a permanent task in the foreseeable future."

37.014.14(489) Uddannelse, No. 9/71 ; T.E.

FRANCE : PROJET DE REFORME DE LA FORMATION DES ENSEIGNANTS DU SECONDAIRE

M. Olivier GUICHARD, Ministre de l'éducation nationale, a rendu public son projet de réforme de la formation des maîtres de l'enseignement secondaire. Adressé pour consultation à chaque président d'université puis soumis aux divers conseils qui doivent être réglementairement saisis, ce projet prévoit la création de centres de formation professionnelle dans les universités. Ces centres accueilleront les étudiants sur concours à la fin du premier cycle d'études supérieures, soit deux ans après le baccalauréat. Les futurs professeurs y recevront pendant trois ans une formation pédagogique, tout en continuant leurs études supérieures en vue de la licence et de la maîtrise dans les universités aux côtés des autres étudiants. Les principales dispositions de ce projet, prévu pour la rentrée universitaire de 1973 sont les suivantes :

Un système de conventions

Les centres de formation professionnelle des maîtres seront créés par conventions entre les universités et le Ministère de l'éducation nationale. Ces conventions fixeront le nombre des étudiants à admettre, l'organisation des études et des stages, les moyens dont disposera le centre, les effectifs du personnel enseignant, le montant des subventions de fonctionnement accordées par l'Etat. Elles pourront être passées avec une ou avec plusieurs universités. Il y aura au moins un centre par académie.

Les compétences des centres, telles qu'elles seront fixées par les conventions, pourront embrasser la formation initiale et permanente et s'étendre à toutes les catégories de fonctionnaires de l'éducation nationale.

Les directeurs des centres seront nommés par le Ministre après consultation des présidents et avis des conseils des universités intéressées. Ils exerceront leurs fonctions à plein temps et seront choisis en fonction "de l'intérêt qu'ils auront marqué pour la pédagogie".

Le personnel enseignant comprendra des universitaires et des professeurs du second degré. Ces enseignants ne seront pas directement nommés dans les centres mais mis à leur disposition par les universités ou détacnés par le Ministre. Ils seront recrutés sur proposition du directeur.

Les centres seront administrés par des conseils qui voteront le budget élaboré par le directeur, décideront du règlement intérieur et de l'organisation des études. Ces conseils comprendront des représentants des universitaires enseignant dans le centre (3/10e), des représentants des autres personnels enseignants (2/10e) et des étudiants (2/10e) ainsi que des personnes désignées par le recteur (3/10e) : inspecteurs, chefs d'établissements, enseignants.

Plusieurs niveaux d'accès

L'accès principal dans ces centres se situera après le premier cycle d'études supérieures (deux années d'études). Les candidats devront à la fois être titulaires d'un des diplômes sanctionnant ce premier cycle (diplôme universitaire d'études littéraires ou scientifiques) et être reçus au concours d'entrée. S'ils échouent, ils ne pourront se représenter qu'après avoir obtenu la licence. Ils ne redoublent pas mais peuvent poursuivre leurs études supérieures et avoir une deuxième chance après la licence qui leur permet, en cas de succès, d'entrer directement en deuxième année de formation.

Un troisième accès est également prévu après la maîtrise, avec l'entrée en troisième année de formation. Cette dernière possibilité doit permettre notamment à l'administration d'ajuster les effectifs des centres aux besoins exacts de l'enseignement secondaire.

Un concours sans programme

Afin d'éviter un bachotage et l'apparition de "classes préparatoires" qui concurrenceraient les premiers cycles des universités et gêneraient l'effort de rénovation et de diversification pédagogiques il est prévu que le concours d'entrée ne comprendra pas de programme propre.

En sciences, les programmes seraient ceux des DUES (Diplôme Universitaire d'Etudes Scientifiques). En lettres, il s'agirait d'épreuves à caractère général (traductions, analyses de textes, commentaires de documents) avec, éventuellement, des questions au choix et une épreuve à option libre.

Le concours comprendrait des épreuves écrites anonymes permettant de mesurer le niveau de connaissance des candidats et un oral destiné à apprécier leurs aptitudes à l'enseignement. L'épreuve orale, conduite sous la forme d'un entretien avec le candidat, doit mettre en lumière son aptitude à l'expression et à la communication, son équilibre (maîtrise de soi, aptitude à répondre à une interrogation), son intérêt et, éventuellement, son expérience dans le domaine de l'animation des jeunes ou des activités parascolaires.

Par ces formules plus souples d'interrogation, les auteurs voudraient rompre avec la pratique "des concours para-universitaires traditionnels" qui permet de se réfugier derrière l'objectivité du critère des connaissances. "Il est plus sain, à tous égards, que l'on accepte et que les jurys assument une certaine subjectivité", estiment les auteurs du projet.

Des stages en responsabilité

Une fois admis dans les centres, les étudiants deviennent "fonctionnaires-stagiaires" et perçoivent un traitement. Ils poursuivent leurs études théoriques dans les U.E.R. (Unités d'Enseignement et de Recherche) des universités, comme les autres étudiants, tout en recevant, dans les centres, une formation professionnelle théorique et pratique.

La première année, ce sera essentiellement un entraînement intensif à la communication et des stages d'observation dans les établissements. En deuxième et troisième année, la formation prendra appui sur un stage léger en responsabilité dans une classe. A partir de cette expérience vécue, seront abordés les problèmes "de didactique de la discipline, de définition des objectifs pédagogiques, d'utilisation des techniques modernes d'enseignement, d'évaluation des résultats, d'orientation des élèves, des rapports avec les collègues de la même ou d'autres disciplines, de relations avec la classe, avec l'administration..."

A la sortie des centres de formation, les stagiaires passeront le CAPES (Certificat d'Aptitude au Professorat de l'Enseignement Secondaire). Ce concours aurait trois aspects : "Une appréciation des qualités pédagogiques manifestées dans les stages et établie par un système de contrôle continu ; des épreuves théoriques portant sur divers éléments de la formation (psychologie de l'enfant, technologie éducative, administration scolaire...), des épreuves portant sur la didactique de la discipline, éventuellement sur des enseignements annexes non couverts par les diplômes universitaires."

Promotion interne

Parallèlement à la création des centres de formation, le Ministère envisage de mettre en place un système de promotion interne.

- A l'entrée dans les centres : Un neuvième des places offertes seront réservées aux meilleurs stagiaires des centres de préparation de professeurs de C.E.G. (Collège d'Enseignement Général) et des écoles normales nationales d'apprentissage qui seront admis sur titres.
- Dans le corps des certifiés : Un neuvième des postes au concours du CAPES seront attribués à des enseignants possédant la licence en poste depuis dix ans et inscrits sur une liste d'aptitude.
- Dans le corps des agrégés : Un neuvième des postes au concours du CAPES seront réservés à des certifiés inscrits sur une liste d'aptitude.

Maintien de l'agrégation

L'agrégation est maintenue et sera ouverte aux stagiaires des centres et aux étudiants extérieurs titulaires de la maîtrise. Des modifications sont envisagées concernant la nature du concours, son programme et les conditions dans lesquelles les stagiaires seraient autorisés à s'y présenter. Toutefois, aucune décision n'est encore prise à ce sujet.

371.13(44) Le Monde, 14-XII-1971 ; C.P.

FRANCE : LA "COMMISSION DES SAGES" ET LA FONCTION ENSEIGNANTE

M. Olivier GUICHARD, Ministre de l'éducation nationale, a installé officiellement, début décembre, la "Commission d'étude sur la fonction enseignante dans le second degré" dont il avait annoncé la création devant la Commission des affaires culturelles de l'Assemblée nationale (cf. News-letter 5/71).

S'adressant aux seize membres de cette "Commission des sages", M. GUICHARD a souligné que les effets des réformes de l'enseignement secondaire sur la fonction enseignante n'avaient pas encore été suffisamment mesurés. "Le malaise des enseignants, a-t-il déclaré, trouve sans doute pour une large part son origine dans leur conscience d'être au noeud de toutes les réformes et pourtant d'avoir été oubliés dans leur définition... Ce n'est pas seulement l'organisation de l'enseignement qui affecte l'enseignant mais tout l'environnement de l'éducation... Le problème est si vaste, ses données touchent à tant de domaines qu'il s'agit bien alors de la fonction enseignante elle-même : c'est l'image même de l'enseignant du secondaire qu'il faut redéfinir."

Après avoir évoqué la lourde responsabilité de la Commission, "qui n'est pas celle de la décision mais celle de la proposition", M. GUICHARD a déclaré à ses membres : "Ce que je vous demande, c'est :

- un constat et une analyse,
- un modèle pour l'avenir,
- les voies de passage de la situation constatée au modèle proposé".

Il a précisé qu'ils n'étaient pas les arbitres entre le Ministre et les syndicats. "Le rapport que vous me remettrez, a-t-il dit, sera la base des

discussions qui reprendront entre moi et les syndicats."

Pour mener à bien cette mission, les membres de la "Commission des sages" viennent de mettre au point leurs méthodes de travail. Ces méthodes sont les suivantes :

Sondage.- Une enquête par sondage auprès des enseignants du second degré a été confiée à un organisme spécialisé. Elle devra permettre de mieux comprendre la façon dont ces enseignants vivent actuellement et, dans le concret, les difficultés qui sont les leurs.

Auditions.- La Commission va demander à des professeurs, à des personnalités s'intéressant particulièrement aux problèmes de l'enseignement secondaire, à des représentants des syndicats ou des mouvements pédagogiques, de bien vouloir venir s'entretenir avec elle.

Enquête sur place.- A partir de la rentrée de janvier, chacun des membres de la Commission se rendra dans différents établissements secondaires de Paris et de province pour y prendre un contact direct avec les réalités quotidiennes de la condition enseignante et de la vie scolaire.

371.15(44) Le Monde, 11/18-XII-1971 ; C.P.

FRANCE : L'EDUCATION PERMANENTE EN DEVELOPPEMENT AU SEIN DE L'UNIVERSITE

L'éducation permanente restera au cours des années à venir l'une des préoccupations essentielles des universités françaises. Celles-ci voudraient, en effet, que les Unités d'enseignement et de recherche (U.E.R.) partagent de façon à peu près égale leurs activités entre les formations initiales données aux étudiants et la formation permanente pour les adultes. A titre d'exemple, nous citerons l'expérience entreprise à l'Université des sciences sociales de Grenoble.

L'an dernier, 2.268 adultes ont pu bénéficier de l'enseignement dispensé par les trente filières de formation déjà en place. Les unes ont assuré la promotion collective : formation de militants des organisations syndicales ou de responsables des organisations syndicales et professionnelles agricoles, des animateurs d'éducation populaires, des élus communaux. D'autres, dites de formation individuelle à finalité professionnelle ont maintenu ou amélioré les connaissances d'experts-comptables, de psychologues scolaires, d'éducateurs spécialisés ou ont préparé à des diplômes universitaires de technologie (D.U.T.) ou à des concours divers. D'autres encore ont reçu des travailleurs sociaux, des médecins, des psychologues, des ingénieurs ou des hauts fonctionnaires.

On constate toutefois, que si certains de ces stagiaires sont inscrits à temps complet pour un ou deux ans, d'autres n'ont suivi qu'un stage d'une semaine ou deux. On remarque aussi que, en dehors des militants ouvriers et des responsables agricoles, les autres inscrits proviennent tous du secteur tertiaire et que les cours de formation professionnelle ont été donnés à des employés ou à des techniciens d'un niveau scolaire égal ou supérieur au baccalauréat. Il faudra donc non seulement poursuivre, mais élargir les actions entreprises dans ce domaine.

Actuellement, il est prévu de porter de neuf à douze le nombre de stages d'une semaine pour la formation syndicale ouvrière. Les possibilités de

promotion collective agricole seront étendues par la mise en place, avec le concours de la télévision régionale, d'un centre de télé-promotion et par la création d'un cycle de formation de haut niveau pour les responsables paysans. On envisage aussi à leur intention une formation pour la préparation d'un doctorat de troisième cycle. Les filières de promotion individuelle seront complétées par des cycles de perfectionnement. Les cycles de gestion d'entreprise et de perfectionnement des cadres supérieurs de la fonction communale seront développés. Il s'y ajoutera un cycle sur le changement social, en liaison avec les maisons de la culture, et un recyclage des membres des professions juridiques et judiciaires.

Dans le même temps, on met en route la formation même du personnel administratif de l'université (notamment par une initiation à l'informatique).

Enfin, on voudrait offrir à l'ensemble des salariés un cycle de formation générale de type pluridisciplinaire en sciences sociales qui permettrait ensuite d'accéder à des enseignements de troisième cycle. Une telle entreprise suppose un élargissement des rapports avec "les partenaires sociaux de l'université", c'est-à-dire les organisations syndicales et patronales. Une enquête sera menée dans la région Rhône Alpes, afin de déterminer quels sont les besoins réels de formation des salariés et quelle est la meilleure manière de les satisfaire.

Deux problèmes importants restent cependant encore à régler : la formation des enseignants de l'université pour ces tâches nouvelles et le financement permanent de ces activités.

374.7(44) Le Monde, 6-XI-1971 ; C.P.

FRANCE : LA REFORME DE L'ENSEIGNEMENT DU FRANCAIS

Dans une lettre adressée en novembre à M. Pierre EMMANUEL, Président de la Commission de réforme de l'enseignement du français, M. Olivier GUICHARD, Ministre de l'éducation nationale, relance cette réforme. En assurant ainsi la Commission - et plus précisément "chacun de ses membres" - de sa confiance, et en lui demandant d'accélérer ses travaux, le Ministre montre que "malgré les aléas" il maintiendra les objectifs qu'il s'était assignés en annonçant en 1968 une réforme profonde du contenu et des méthodes de l'enseignement du français - le contenu, en ouvrant l'enseignement sur le monde extérieur et en insistant sur "l'apprentissage proprement linguistique" ; les méthodes, en mettant l'accent sur la motivation et l'expression personnelle des élèves.

Autre point important : M. GUICHARD annonce la poursuite des expérimentations menées par l'Institut national de recherche et de documentation pédagogiques et confirme que la circulaire annoncée depuis si longtemps concernant l'enseignement élémentaire tiendra compte des résultats de ces travaux.

Jusqu'ici, l'enseignement de la langue maternelle semble avoir méconnu l'importance des rapports entre la langue spontanée de l'enfant et la langue élaborée qu'on prétend lui faire aborder par l'étude des textes. Dans les exercices scolaires, le langage même de l'enfant n'apparaît pour ainsi dire jamais. L'élocution et la rédaction qui sont les objectifs à atteindre, sont les produits d'une construction : le langage spontané de l'enfant, le langage de la cour de récréation ou de la rue, apparaît comme indigne d'être pris en considération.

Dans cette perspective, il convenait de chercher tous les moyens de dynamiser l'enseignement du français, ce que s'est proposé de faire le "Projet Rouchette" (appelé ainsi d'après l'auteur, l'Inspecteur Général ROUCHETTE). Les expérimentations découlant de ce projet s'ordonnent autour de trois axes principaux :

- l'exploration de tous les moyens d'instaurer la communication orale et écrite dans la classe ;
- l'élaboration et la mise en oeuvre de toutes les techniques pédagogiques propres à exhausser le niveau de langue oral et écrit, à partir du langage spontané ;
- l'importance d'une rénovation de l'enseignement grammatical.

Le bilan des deux premières années d'expérimentation a déjà permis de mettre en lumière la fécondité du projet Rouchette. D'ores et déjà, il est possible d'affirmer le caractère bénéfique de l'accent mis sur l'instauration de la communication et sur le caractère plus global et plus intuitif d'un enseignement rénové de la langue maternelle.

372.88(44) Le Monde, 19-XI-1971 ; J.J.

FEDERAL REPUBLIC OF GERMANY : REFORM PROSPECTS

At the end of 1971 all those who hoped for the great national reform can no longer hide their disappointment. The two last years have been a period abounding in long-term educational planning and unique in the history of German education - in 1970 the reform plan of the Education Council, the recommendations of the Science Council, the Education Report of the Federal Government and the Higher Education Frame Bill were published (cf. News-letter 3/70, 4/70). 1971 should have seen the beginning of the gradual implementation of the plans. However, political dissent and financial difficulties allowed only for a compromise which is yet another plan - the Interim Report of October 1971. The Federal Government could not give any financial guarantee for its implementation, the more so since the Länder had to be granted an increased share in the tax revenue as from 1972 onwards.

At present, the Federation-Länder Committee, which drew up the Interim Report, is waiting for further guidance concerning procedures and priorities for implementation from the Chancellor and the Prime Ministers of the Länder to whom the Interim Report was addressed (cf. News-letter 5/71). The Frame Bill outlining future policy in higher education is still before the Federal Parliament (cf. News-letter 1/71). It has met with growing opposition from the Christian Democratic Parties on the one hand, and from the Students' Associations on the other. It is uncertain how far the enactment by Parliament and the corresponding changes in Länder legislation will be able to solve the problems created by the increasing radicalisation of junior staff and students at many of the leading universities.

In this situation it is not surprising that the Prime Ministers of the Länder, six of which are at present governed by the Social Democrats and five by the

Christian Democrats, unanimously decided at their latest conference in October 1971 to re-examine the procedures for educational co-operation between the Federation and the Länder. They claim that the practical implementation of educational planning and policy is a matter for the Länder, their parliaments and governments, and that there should be no mixed responsibility and mixed financing. National uniformity of policies achieved by means of unsatisfactory compromises seems to be worse than diversity of policies which results from executing the different political mandates by the Länder electorates.

The German case illustrates the difficulties which so many European States have in formulating and implementing the innovative policies demanded by societal change and educational growth. This does not mean that the pace of reform is slackening. On the contrary - the educational scene is more and more occupied by new forces and dominated by initiatives which spring from the grass roots. Leading German publicists have recently analysed this situation. They have drawn attention to three phenomena of great importance. The first is the initiative taken by the younger and better educated generation of parents who in many towns have succeeded in thoroughly reforming pre-school and primary education. The second is the growing influence of researchers who, supported by private foundations, are working in the field of curriculum research and development : the schools and universities of tomorrow will be determined not so much by their organisation as by the contents of the education they offer. The third phenomenon is the fundamental rethinking of the role of the educator and of his training which is going on at many universities and teacher training colleges - what types of teacher does a society need which wants to be the master and not the slave of progress ?

37.014.3(430.1)

Wirtschaft und Wissenschaft, 5/71 ;
betrifft : Erziehung, 12/71 ; v.M.

FEDERAL REPUBLIC OF GERMANY : RESOLUTION ON THE EDUCATION OF FOREIGN CHILDREN AND ADOLESCENTS

The Conference of the Education Ministers of the Länder, at their 150th meeting in December 1971, adopted a Resolution on the education of children of foreign workers which develops further the principles laid down in the Resolution of 1964. At that time the number of foreign children of compulsory school age was estimated at about 35,000 ; in the meantime this number has risen to at least 118,000, according to official residential statistics, and it has become clear that the schooling of such foreign children will be a permanent and growing task of the education authorities.

In its first part, the Resolution states that the legislation on compulsory school attendance (9 years of full-time and 3 years of part-time attendance, the latter at vocational school) has in all Länder been extended to include foreign children and adolescents. This excludes the establishment of foreign national schools as far as compulsory primary education is concerned.

Foreign children have the same legal rights as German children. Therefore all laws and regulations concerning welfare measures and social services for pupils and the rights of parents to participate in the class and school councils are applicable.

Those foreign children who can follow instruction in the German language without too much difficulty, attend German schools. Their number in each class should not exceed one fifth. If their knowledge of German is still insufficient, they will attend preparatory classes which form part of the German school. Such classes should comprise, as a rule, some 15 children of the same or different mother tongue. Classes consisting of more than 24 children may be divided. If several classes exist at the same school, pupils should be grouped according to age and performance in German. In music, arts, physical education and manual subjects the pupils of these classes join the ordinary classes. As a rule, foreign children will attend the preparatory class for one year and will then be transferred to the ordinary classes at the end of each half school year.

Foreign children in German classes who still have language difficulties, will receive additional instruction to raise the level of their ability in German and assistance in their home work. Adolescents who cannot attend the part-time vocational school for lack of proficiency in German and who are therefore prevented from entering into a formal apprenticeship, should be given the opportunity to follow an intensified language course.

While endeavouring to ensure that children of foreign and German origin have equality of opportunity, the Resolution acknowledges the principle that foreign children should receive, as far as possible, instruction in their mother tongue and education in their national culture to facilitate their reintegration when returning home. Such instruction will, as a rule, be given by fully trained foreign teachers employed by German schools on a contract basis. However, each Land may decide whether this instruction forms part of the German school administration or not. Only in the latter case would it be under the responsibility of the foreign authorities concerned.

Teaching and learning material for preparatory classes and for instruction in the mother tongue will be developed in co-operation between the Länder and appropriate scientific institutions. Special courses on the education of foreign children and adolescents should be offered in German teacher training establishments and, furthermore, in in-service courses, arranged for German and foreign teachers in this field.

An information leaflet on school attendance in the Federal Republic, to be distributed to parents of foreign children, is appended to the Resolution.

Finally, the Conference of Education Ministers decided that its School Committee should ensure a regular exchange of experience between those officials responsible for the education of foreign children, with a view to controlling and continuously improving the implementation of the Resolution.

376.68(430.1) Press Notice, 7-XII-1971 ; v.M.

ITALIE : RAPPORT SUR LA PLANIFICATION

Le Comité technique pour la planification, qui a été constitué au sein du Ministère de l'Instruction publique, vient de publier un rapport sur l'évolution et les besoins des années 70, dont nous avons retenu les extraits suivants :

Population scolaire

Il est prévu qu'à partir de 1973/74 l'école primaire (groupe d'âge 6-11) verra baisser progressivement ses effectifs, conséquence de la réduction des redoublements, mais surtout de la diminution de la natalité qui s'observe depuis quelques années.

L'école moyenne (groupe d'âge 11-14) verra ses effectifs augmenter de 470.000 élèves, soit un accroissement de 22 %, dont 446.000 dans les écoles d'Etat.

L'école secondaire (groupe d'âge 14-19) connaîtra une augmentation de 562.000 élèves, soit un accroissement de 35 %, dont 503.000 dans les écoles d'Etat.

Quant à l'école maternelle, le Ministère de l'Instruction publique s'est fixé deux objectifs :

- la réalisation d'ici 1975/76 de 600.000 unités nouvelles dans les écoles d'Etat,
- la stabilisation aux niveaux actuels des inscrits dans les écoles privées.

En ce qui concerne l'université, la diversité qui apparaît d'une faculté à l'autre et le caractère imprévisible des effets de la loi n° 910 concernant la libéralisation de l'accès à l'université rendent l'évaluation plus aléatoire. On prévoit cependant que le nombre des inscrits continuera à croître à un rythme moyen de 11,2 % par an.

Le corps enseignant

D'après les prévisions établies pour 1975/1976, l'ensemble du corps enseignant verrait les changements suivants :

- 64.000 institutrices d'école maternelle, soit un accroissement de 45 % par rapport à 1968/1969 ;
- 211.000 professeurs d'école moyenne, soit un accroissement de 25 % par rapport à 1968/1969 ;
- 152.000 professeurs d'écoles secondaires, soit un accroissement de 42 % par rapport à 1968/1969.

Construction scolaire

Dans ce domaine, aux besoins créés par l'accroissement des effectifs s'ajoute l'insuffisance actuelle. En effet, en 1968, pour l'ensemble de l'école primaire, moyenne et secondaire, on relevait un déficit global de 2.065.000 places. Les crédits prévus par les lois Nos 641 et 645 auraient dû permettre la construction d'environ 1.674.000 places. Dans la mesure où le nombre des élèves devrait augmenter de 1.984.000 entre 1968 et 1976, il faudrait encore réaliser un total de 2.375.000 places pour répondre aux besoins actuels et nouveaux. Compte tenu de la hausse des prix, c'est un volume d'investissements équivalent à 2.576 milliards de lires qu'il faudra prévoir.

Pour l'école maternelle, en particulier, 600.000 places nouvelles seront nécessaires en 1975/1976, ce qui correspond à un investissement budgétaire de 354 milliards de lires.

Quant à l'université, le rapport évalue les besoins sur la base de 34 mètres cubes par étudiant en 1969. Il en résulte que

- en 1968/69 on constatait une carence de locaux de 8,9 millions de mètres cubes ;
- en 1975/76, compte tenu du seul accroissement des effectifs, le besoin global pourrait atteindre 25,9 millions de mètres cubes.

Les crédits prévus pour la construction universitaire (loi n° 641) devraient permettre la construction de 5 millions de mètres cubes ; resteraient à en réaliser 20,9 millions, équivalent à une charge financière totale de 982 milliards de lires.

Donc, dans l'ensemble, pour faire face aux besoins de construction de l'éducation nationale, il faudrait disposer de 3.558 milliards de lires.

Evolution du budget

Toutes ces prévisions permettent une première évaluation des dépenses du Ministère de l'Instruction publique pour l'exercice financier 1976. Cette évaluation a un caractère essentiellement indicatif, car elle s'appuie sur certaines hypothèses comme, par exemple, l'évolution de la dépense moyenne par élève : on considère que celle-ci augmentera de 5 % par an entre 1969 et 1976. Compte tenu de ces hypothèses, la dépense moyenne par élève, exprimée en milliers de lires, serait en 1976, et par rapport à 1969 :

	1969	1976	1969 = 100
Ecole maternelle :	125	170	136
Ecole primaire :	136	187	138
Ecole moyenne :	233	318	136
Ecole secondaire :	291	392	135
Université :	400	620	155

En six ans, la dépense totale du Ministère de l'Instruction publique augmenterait de 78 %, c'est-à-dire à un rythme moyen de 8,6 % par an. De 1969 à 1976, le budget passerait de 1.956 à 3.845 milliards de lires, le taux d'accroissement le plus élevé étant celui du budget affecté à l'université.

En 1976, les dépenses de fonctionnement de ce Ministère représenteraient 5 % du revenu national (4 % en 1969), et les dépenses pour la construction scolaire correspondraient, elles, à plus de 10 % du total des dépenses pour les investissements sociaux (un peu plus de 1 % en 1969). Dans l'ensemble donc, les dépenses pour l'Instruction publique, de 1970 à 1976, passeraient de 4,3 % à 6,5 % du produit national brut.

37.014.543(45)

Comitato Tecnico per la Programmazione;
Corriere della Sera, 11-XI-1971 ; D.P.

NETHERLANDS : EDUCATION POLICY FOR 1972 AND BEYOND

The Ministry of Education and Sciences has recently published its budget for 1972 which amounts to 8,800 million Dutch florins, an increase of 1,326 million florins (15.1 %) over 1971.

The policy of the new government is directed, like that of the outgoing one, towards a democratisation of education. Given below are some of the measures which Mr. C. van VEEN, Minister of Education and Sciences, intends to take shortly :

- As from 1 August 1972 the maximum number of pupils per nursery class will be 37. This will necessitate the creation of additional posts.
- An increase in the number of teachers in primary schools and in special schools is envisaged.
- The Minister has accepted that a new "middle school" be incorporated in future development plans. The middle school would group all pupils within the 11-15 age range, and to this end the Minister is actively encouraging studies and experiments. Aware of the complex problems involved, the Minister envisages the creation of this new type of school only if the teaching profession is itself fully prepared for it.
- The new teacher training programme is one of the Minister's major concerns. He hopes that the various establishments, in which the new training is given, will be able to meet within a few years all the demands placed upon them. The Minister also hopes to be able to start in 1972/73 a new training project for teachers in vocational schools.
- In 1972 compulsory part-time education will add 56,000 to the number of those already receiving education.
- The Minister envisages a continued development of new forms of teaching for young workers. About 30 projects are being conducted with a view to working out new methods of collaboration between the organisations providing the education of adolescents and their professional training.
- The Minister envisages stimulating research into teaching methods and supporting research into guidance and counselling.

Mr. De BRAUW, Minister without portfolio, has drawn up a plan for higher education, the major points of which are :

- a restructuring of higher education and the creation of closer links between higher education courses,
- closer collaboration between the various State-aided universities and the non-university sector in scientific research,
- the setting-up of a new system for financing student studies.

37.014.5(492) Uitleg n° 255, 256 ; Documentatieblad n° 11/1971; A.A.

SCANDINAVIA : MAGNUS KULL APPOINTED DIRECTOR

The Ministers of Education and Cultural Affairs of the five Nordic countries, Denmark, Finland, Iceland, Norway and Sweden, met in Oslo in early November. This was their first meeting as a Nordic Council of Ministers of Education and Cultural Affairs. The meeting was attended by : Mr. Knud NEINESEN and Mr. Niels MATTHIASEN, Denmark ; M. Jouko TYYRI, Finland ; Mr. Magnus Torfi OLAFSSON, Iceland ; Mr. Bjartmar GJERDE, Norway and Mr. Ingvar CARLSSON, Sweden.

The Council of Ministers decided to appoint Mr. Magnus KULL, Head of Division in the Finnish Ministry of Education, as Director of the new Secretariat for Nordic Cultural Co-operation (cf. News-letter 2/71). The Secretariat is being established in Copenhagen on the basis of a treaty which enters into force on January 1, 1972. The treaty calls for greatly extended co-operation among the five member States in the fields of education, scientific research and cultural development.

Mr. Magnus KULL was born in 1924. He has been active as a journalist, educational administrator and politician. For some time he was editor of the Finnish journal on local government affairs after which he became rector of a school of sociology and served in local government. He has taken an extensive and active part in the work of a Nordic committee for the planning and co-ordination of the teaching of sociology in the five Nordic countries. But Mr. KULL's activities have not been restricted to these fields, for he has also been an active politician in his home country, and as such has served as a member of the Finnish Parliament and as Minister of Social Affairs. In recent years Mr. KULL has been Head of Division in the Finnish Ministry of Education and Cultural Affairs.

In a brief interview with the Icelandic newspaper Morgunbladid on his appointment as Director of the new Secretariat, Mr. KULL said : "It is perhaps too soon to say anything definite and decisive on the organisation of this new institution. Directives for it are to be found in the new Nordic cultural treaty, but these still remain to be implemented. I am convinced that this new Secretariat will succeed in becoming a truly regional institution, serving all of the five Nordic countries and working towards the solution of many common tasks in the fields of cultural, educational and scientific affairs."

Mr. KULL, in the same interview, added that in his home country, Finland, the new Nordic cultural institution had aroused widespread interest. "Perhaps one of the reasons for this great interest on the part of the Finns is the fact that they, like the Icelanders, are on the periphery of the Nordic cultural region."

354.32:061.3(48)

Nordisk Kontakt N° 14/1971 ;
Morgunbladid N°9-XI-1971 ; T.E.

SUISSE : COORDINATION ET REFORME SCOLAIRES

La Conférence suisse des chefs des départements cantonaux de l'instruction publique s'est réunie à Lugano, début novembre 1971, sous la présidence de M. H. HÜRLIMANN, Conseiller d'Etat de Zoug.

La Conférence a noté les progrès réalisés pour la ratification du Concordat sur la coordination scolaire dans les neuf cantons qui n'ont pas encore adhéré à ce jour,et a souligné le caractère flexible de la solution adoptée dans le Concordat au sujet du début de l'année scolaire (entre le 15 août et le 15 octobre). En effet, cette disposition ne constitue pas une difficulté majeure pour le passage d'élèves d'un canton à l'autre. Puisqu'il est possible d'échelonner sur plusieurs années la modification de l'âge d'entrée à l'école, il ne sera en principe pas nécessaire d'ouvrir de nouvelles classes qui aggraveraient la pénurie d'enseignants. Toutefois, la Conférence a placé en priorité les mesures aptes à résorber cette pénurie.

D'importants travaux sont en cours en vue de réaliser ensemble, avec la coordination, la réforme scolaire. M. A. WYSER, Conseiller d'Etat de Soleure, a fait un rapport des activités entreprises à l'échelon de la scolarité obligatoire : enseignement des langues vivantes, mathématiques nouvelles, suppression des discriminations vis-à-vis des jeunes filles, réforme du premier cycle. L'élaboration d'une conception globale, la régionalisation d'expériences scolaires, la coordination du premier cycle sont les tâches prioritaires de ce niveau. M. F. JEANNERET, Conseiller d'Etat de Neuchâtel, a informé la Conférence de l'état des études en cours à l'échelon gymnasial et relatives à la formation des maîtres. Il s'agit de restructurer le cycle terminal des gymnases (cours à options et à niveaux, nouveaux types de maturité) et d'harmoniser le contenu de la formation des enseignants. Sur ce dernier aspect, un rapport d'experts sera publié dans le courant de l'été 1972.

La Conférence a enfin adopté à l'unanimité son nouveau statut qui règle la gestion et l'exécution des travaux se situant dans le cadre du Concordat sur la coordination scolaire.

37.014.3(492) Communiqué de presse ; J.M.C.

SWEDEN : ISSUES ARISING FROM A FUTURE ORIENTED EDUCATION POLICY

The National Board of Education recently distributed excerpts from the report by Professor T. HUSEN on his research project 'Education in the year 2000' (Mimeo. English, 70 p.). The complete report on the project has been published in Swedish (T. HUSEN : Utbildning år 2000 ; cf. News-letter 5/71).

The project team has endeavoured to promote discussion amongst outstanding educational experts in Sweden of some of the basic problems which Swedish education faces at present and which it is likely to face in the future. This approach together with interviews and questionnaires has been part of an attempt to make planners and policy-makers more articulate about the decisions they are taking.

The following are excerpts from the document of the National Board.

Education and the labour market

A rough projection shows that in the year 2000, the labour market in Sweden will have the following composition as regards education :

700,000	persons with higher education	(11.5 per cent)
1,200,000	persons with gymnasium education	(19.7 per cent)
2,900,000	persons with basic 9-year school education	(47.5 per cent)
1,300,000	persons with primary school education	(21.3 per cent)
Total 6,100,000	persons between the ages of 18 and 67.	(= 100)

At the beginning of the next century, therefore, there will be nearly twice as many persons with primary school education as persons with higher education. It is quite clear that the problems in education and on the labour market will be caused by the under-educated, older persons and all others who are handicapped in some way. These problems must be solved by means of expanding adult education and some system of recurrent education.

On priorities

The principle in determining priorities should be to give preferential treatment "sooner or later" to those who are worst off. This is an equality requirement that may not yet be recognised, but its day is coming. During the next decade, at any rate, adult education and then little by little the pre-school, too, should receive priority. Adult education should be given top priority, investment in the pre-school should take second place, and youth education third place. In the longer term, however, quantitative expansion should be so far-reaching at all levels that this question of determining priorities would hardly be an urgent one. Instead, one of the chief problems will then be to incorporate a steady flow of new knowledge and new skills into the increasingly varied range of recurrent education.

Financing of extended adult education

Extended adult education and recurrent education are essential - for social, economic and educational reasons. However, adult education as conducted until now, has been unsatisfactory in many respects. It has been used by those who need it least, while those really in need of it are lagging further and further behind. This is, of course, connected with the fact that adult education can only be effective, i.e. reach the educationally worst off, if it is combined with a considerable input of social benefits for students and active recruitment services.

These are needed to ensure that adult education is not confined, as at present, mainly to the young and the education-conscious. It is obvious, therefore, that the input of social benefits for students will be costliest in adult education.

In order to defray the cost of education intended to make people "retrainable" to the extent that will be necessary, it has been proposed that we should get some kind of "education insurance" on the lines of the supplementary retirement pension. The insurance scheme could comprise a loan portion and a grant portion and be based on some kind of points system whereby the number of

years in employment would yield a dividend in the form of education points. Insofar as adult education is financed by employers' contributions, wage-policy implications are likely. If education points are to be allocated in proportion to income level, equality problems may arise.

In addition to the cost of providing social benefits for students, the really heavy expenditure item in connection with adult education will be loss of production. It will therefore be important from the employers' point of view that adult education should be organised so as to keep loss of production to a minimum. This can be done by arranging that adult education is provided partly at a time which would otherwise have been used to reduce the number of working hours.

Assumptions about the education system

For tomorrow's learning society it will become increasingly urgent to work out "systems solutions" and not merely short-ranging partial solutions. Three such conditions make it particularly acute to formulate systems solutions, namely

- the enrolment explosion, the increased proportions of more and more cohorts who are going in for full-time education ;
- the knowledge explosion, which aggravates the problem of processing, storing and communicating information ; and
- the need to individualise instruction, i.e. to enable every individual to learn at the pace and with the breadth and depth that suits him best, in short the demand for greater specificity in the process of imparting knowledge and skills. Individualisation in our schools will soon become a necessity, not a luxury as heretofore.

Up to now the institutional task of the school has been to instruct children and young people. Its future task will be to function as a "learning centre" for all generations. The school will take on greater significance for administering and planning of education and individual paths of study. Not least important, the availability of technical aids such as television (especially as programmes prerecorded on cassette tapes become more widespread) and computers will permit the installation of terminals and playback devices in homes, and it will be possible to learn by such means a large part of the material that is now transmitted by teachers, parents and other sources close to the home. Visits to learning centres will have the primary purposes of individual guidance and group discussions in regard to subject matter areas for which such work practices are essential.

Insofar as the idea of "recurrent" or "sandwiched" education is institutionalised, so that it becomes normal to follow a guaranteed educational path after spending a number of years in the teenager school, the hitherto overwhelming dominance of that school in the educational system will be somewhat reduced.

The pedagogical issues that dominate in the teenager school of today's - and tomorrow's - society may be summed up in two words : participation and relevance. We are faced with a real dilemma here. Young people cannot be fitted for adult roles by releasing them earlier than now into the labour market. It simply cannot absorb manpower that has not received a relatively broad general education and proceeded from there to acquire at least the

rudiments of vocational training. However, the road towards greater participation and meaningfulness in the teenager school must be travelled. Instead of letting teenagers spend the whole of their learning time in classrooms, consideration must be given to how far it is practicable to have them "leapfrog" or "sandwich" time spent inside school walls with time spent in acquiring training and experience on the outside.

It will be increasingly important for democracy to create the broadest possible frame of reference for knowledge, skills and attitudes. The production and uses of information will become more and more specialised. This will readily lead to rule by specialists and experts, which brings formalism and alienation in its train. As scientific research and high level education become increasingly important to society, so the merits attached to them increase concomitantly. We seem to be headed towards a meritocracy. Among other things, a common frame of reference means making initial provision for a common liberal schooling to the greatest extent, with vocationally oriented specialisation to follow much later. The development of communications skills should be so greatly emphasised that the maximum number of citizens will be enabled to speak the same language and hence understand one another.

Assumptions about the educational methods

The day cannot be far off when we stop adhering to the illusion that textbooks or teaching aids in general are supposed to present "objective" knowledge. Efforts in that direction make the books so neuter and dull that they cannot possibly stimulate the motivation of pupils. The latter-day debate in Sweden for instance about the tacit value assumptions in the textbooks have shown us that we must try another approach. Quite simply, this means that pupils must be put in touch with the debate and clash of opinions in the larger society outside the school : in other words, the school should systematically expose its pupils to these views and train them in discussion of them. We shall be living in a society where intentions are becoming more important than opinions.

To an ever increasing extent, the educational system will become dependent on large supporting organisations or supporting systems. Agencies of this kind, whether they be public or private, are needed to produce systems of teaching aids, systems of information processing, and multi-media instructional materials. The information systems arrived at will consist of carefully tried-and-tested storage and retrieval components. One of the problems involved will be to create "compatibility" between medium and receiver. The actual transmission of knowledge and the real work of learning will essentially have to rest on access to "pre-fabricated" material.

A distinction ought to be drawn between the school's "learning function" in the time-honoured sense and its "socialising function" as defined by the official curricula put out during the past decade. Although the two functions are integrated in existing curricula, it might be better to effect a partial separation in the sense of attaching different weights to them at different stages ; for example, the socialising function could be more strongly stressed at the outset of schooling, with more of its performance entrusted to educators trained in youth leadership, while the inculcation of knowledge and cognitive skills could be left to other experts trained for this purpose.

Flexible planning

It is important that planning for the future should be made flexible : the liberty to change one's mind must be retained, not exchanged for rigid commitment to fixed alternatives, however useful or desirable these may be in themselves. Above all it is today's youth that has revolted against "King Trend", a god to whom the experts all too readily pay hommage. Although trying to explore the future does not mean to say that we can predict it, we think the effort can contribute towards shaping the future a bit more after our heart's desire.

37.014.5(485) National Board of Education Report ; M.B.

UNITED KINGDOM : RAISING THE SCHOOL LEAVING AGE

The school leaving age is to be raised to sixteen from 1 September 1972. The change will affect all pupils at ordinary maintained, direct grant, or independent schools whose fifteenth birthday falls on or after 1 September 1972. (Pupils at special schools already stay on until they are 16.) The effect will be to substitute sixteen for fifteen in all the provisions of the Education Acts which deal with the upper limit of compulsory school age.

Under the present law, such pupils would be entitled to leave school at the end of either the Easter or summer term 1973, depending on the precise date of their birthday. The effect of the change is that they will have to stay at school until the end of the Easter term 1974 if their sixteenth birthday falls on any date from 1 September 1973 to 31 January 1974, and until the end of the summer term 1974 if their sixteenth birthday falls on or after 1 February 1974 and before 1 September 1974.

Those pupils in school during 1972/73 (other than those at special schools) who attained their fifteenth birthday before 1 September 1972 will be entitled, if they so wish, to leave school at any time.

Further education colleges will no longer be able to provide on a full-time basis for pupils in the 15-16 age group, since further education is defined as education provided for persons over compulsory school leaving age. Similarly, as maintenance grants are paid only to pupils over the school leaving age, children will not be eligible for them until the age of 16 plus.

The Teaching Force

A major programme of expansion of teacher training provision was begun in the late 1950s and continued through the 1960s. The teaching force is now growing quickly and this progress is likely to be maintained up to the raising of the leaving age. In 1973/74, the first year in which the additional number will be in the schools, the increase in teacher numbers should be nearly, and may be quite, sufficient to match the rise in the numbers of pupils in the schools. In the following year the improvement in the pupil-teacher ratio should be resumed.

The Buildings

A special building programme (total value £ 125 million) spread over the three years 1970/73 was allocated in April 1969 to provide accommodation for the extra pupils.

The Curriculum

Some pupils would have stayed on until sixteen in any case to take external examinations and acquire qualifications. When the leaving age is raised, others who would not otherwise have remained voluntarily at school may well be attracted to such courses. For these, the examinations themselves provide a goal and to some extent shape the curriculum. The fifth year leaver today has a wider range of examination choices and it is expected that entries for the Certificate of Secondary Education (CSE) will in particular be much increased.

For those not attracted by courses with a comparatively large element of preparation for examination, different sources of motivation must be sought. By this age some young people are conscious of the contrast between their own increasing physical maturity and their schoolboy or schoolgirl status. Special building and equipment provision can help here to create more adult conditions. Many schools are developing courses of an outward looking kind which help pupils to see the relevance to their future life of what they do at school. This is often achieved within a school organisation which does not make a sharp division between "examination" and "non-examination" groups. Courses can be devised which satisfy the less academically inclined and also allow them to attempt external examinations in one or more subjects.

Linked courses with colleges of further education are being developed or considered. The majority of linked courses have a vocational flavour, being based on subjects such as commerce, engineering, catering, applied science or building, but they are neither full nor complete vocational courses and do not in themselves lead to vocational qualifications. The aim is to introduce young people, within the context of a continuing general education, to vocational knowledge, skills and techniques.

The students gain an idea of what certain occupations would be like and sample the kind of full or part-time further education course they might decide to follow after the age of 16. Linked courses are a valuable addition to the means whereby post-school education is brought to the attention of the young leaver. They have also been arranged successfully for children following more academic courses in school who are able to benefit from the experience of using college facilities e.g. in applied science.

37.044(41-4)

Reports on Education ; Department of Education and Science, No. 72 ; W.F.B.

UNITED KINGDOM : LOCAL GOVERNMENT AND EDUCATION

There will be 101 (instead of 162 as at present) local education authorities (LEAs) in England and Wales from 1 April 1974 according to the Government's new Local Government Bill. The new LEAs will be made up of 38 English non-metropolitan counties, 34 metropolitan districts (within 6 metropolitan counties), 8 Welsh counties, 20 outer London boroughs and the Inner London

Education Authority. The Bill therefore provides that the local education authority for non-metropolitan counties shall be the county council and for metropolitan counties, the district council.

The present legal requirement for a local authority to set up an education committee is retained and it will still be possible for teachers and others to be co-opted to serve on education committees. The Bill does not follow the consultative document, issued in August by the Department of Environment, which spoke of the temporary continuation of education committees. The Bill expressly continues the clause in the 1944 Education Act which obliges each LEA to appoint a chief education officer. This has been seen as a victory for those who wish to keep the education service as a distinctive professional entity within the larger framework of local government, but under the Bill the appointment of a chief education officer would no longer require the endorsement of the Secretary of State for Education and Science.

Concern has been expressed over the proposal to give responsibility for education in the new metropolitan counties to the district authorities. It is feared that the proposed authorities will be too small, too poor, too socially homogeneous and too environmentally unfavoured to discharge their responsibilities. Five of the six proposed metropolitan counties are in the northern half of the country and situated in areas of declining industry and low ratable value. Of the 34 metropolitan districts ten have a population of less than 250,000 (the figure which had been put forward as the lower size limit) and all but five will have less than 500,000. It has been suggested that if control of education were given to the metropolitan counties rather than to the districts, the local education authorities thus created would be able to offer a fuller, more efficient educational service.

37.07(41-4) The Times Educational Supplement, 12-XI-1971 ; Education, 12-XI-1971 ; W.F.B.

UNITED KINGDOM : PASS RATE IN OPEN UNIVERSITY EXAMINATIONS

The November examination results, coupled with continuous assessment grades achieved during the year, show that 14,667 students of the Open University have satisfied the Examination and Assessment Boards for the award of a total of 16,341 credits, including 936 credits with distinction. 1,608 students successfully completed two foundation courses and 14 of them were awarded distinctions in both.

Final figures show that a total of 19,033 students registered for 21,715 courses, the overall pass rate being 75.3 %. The pass rates by faculty were :

arts	-	85.6 %
social sciences	-	80.5 %
science	-	70.5 %
mathematics	-	59.9 %

Dr. Walter PERRY, Vice-Chancellor of the Open University, said that he was extremely pleased with the high success rate and that the Open University course was one of the most difficult ways of achieving a degree. "The work

load has been extremely heavy", he stated, "and the tenacity and ability of our students to stay such a course deserves the highest praise." To those sceptical about the academic value of the credits in view of the high pass rate, Dr. Perry pointed out that external examiners had been involved in both setting and marking the examinations. He emphasised that the examinations were not competitive in the sense that students competed for an agreed proportion of passes.

In spite of the high drop out rate during its early stages, a high proportion of students have lasted the course so far, and there is a general feeling that in its first year of operation the Open University gives every sign of being a viable alternative to the traditional forms of higher education.

378.2(41-4) The Times Educational Supplement, 17-XII-1971 ; Education, 31-XII-1971 ; W.F.B.

UNITED KINGDOM : THE COMMON CURRICULUM AND THE EQUIVALENCE OF STANDARD

Addressing the Court of Governors, Dr. A.E. SLOMAN, vice-chancellor of Essex University and President of the Standing Conference of Rectors and Vice-Chancellors of the European Universities, said that he did not share the widely-held view that the decision of Britain to join Europe would have little effect on its educational system.

He pointed out that article 57 of the Treaty of Rome was concerned with the right of establishment, the mutual recognition of qualifications, and the drawing up of directives to make that possible. The Commission in Brussels had elaborated some 20 directives, dealing with architecture, medicine, dentistry, law, pharmacy, veterinary surgery and accountancy. The Commission had spent 10 years and more on these directives but, although some had been considered by the Council of Ministers, not one had yet been passed. The British Government therefore still had the opportunity to review the methods which the Commission has adopted.

The proposals for a common curriculum, even though they allowed some freedom to individual institutions, had aroused grave misgivings among academics in member countries, which would undoubtedly be shared by their colleagues in this country. The Commission repeatedly referred to the need to allow universities and other institutions the maximum degree of freedom, but clearly regarded the harmonisation of courses as desirable. It must be remembered that a common curriculum was no guarantee of the equivalence of qualifications. One scheme of study was not equivalent to another because it lasted the same number of years or because it included the same subjects.

The Commission had been concerned only with achieving the degree of equivalence necessary for the mutual recognition of qualifications. This was not necessarily the same as academic equivalence. But the work was based on the assumption that the progressive harmonisation of courses was necessary and desirable. Many would challenge that assumption, arguing not for greater uniformity but greater diversity, and aim at equivalence of standard rather than of content.

37.014.256(41-4) The Times Higher Education Supplement, 24-XII-1971 ; W.F.B.